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ABSTRACT

The study habits of adult college students over age 25 were compared to a group of younger students at the University of Wisconsin, Green Bay. The younger students were matched with the older groups on four characteristics: sex, major field of study, semester credit load, and class standing. All 56 participants were undergraduate students (sophomores or juniors) who were registered for the fall 1982 term. The participants kept running records of their study habits, patterns, and difficulties for an academic year. In general, older and younger students showed similar patterns in terms of how much they studied, what activities were engaged in while studying, the time distribution, and places for studying. There was some evidence that older students studied slightly more per credit hour than did younger students. While the total number of difficulties encountered in studying were about the same for both groups, the character of the difficulties was noticeably different. Both older and younger students reacted very favorably to having a mixture of the age groups in their classes. Recommendations for working with adult students and suggestions for further study are offered. Appendices include interview schedules and a study log form. (Author/SW)

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THE STUDY HABITS OF ADULT COLLEGE STUDENTS

A Project Funded by

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Abstract

This study was designed to obtain information about the study habits of adult college students. A random sample of approximately 30 adult students (over age 25) and a matched group of younger students participated in interviews and kept running records of their study habits, patterns, difficulties, etc. throughout an entire academic year.

In general, adult and younger students showed similar patterns in terms of how much they studied, what activities were engaged in while studying, the time distribution and places of study.

There was some evidence that adults may study slightly more per credit hour carried than do younger students; suggestions for further study of this issue were made. Also, while the total number of difficulties encountered in studying were about the same for adult and younger students, the character of the difficulties was noticeably different. Both adults and younger students reacted very favorably to having a mixture of the age groups in their classes. The report concludes with a number of recommendations for working with adult students and for further study.

THE STUDY HABITS OF ADULT COLLEGE STUDENTS

INTRODUCTION

The recent growth in numbers of adult college students is by now widely acknowledged (Cross, 1981). Continued growth in their numbers is anticipated; for example, the Chronicle of Higher Education (May 4, 1981) estimates that by 1990 approximately 40% of the students in higher education will be over the age of 25. This change in the composition of college clientele has prompted numerous calls for adaptation in higher education. Books, articles, and pamphlets on the needs, learning styles, and problems of adult college students have proliferated.

At the present time, this burgeoning literature on adult students often does not address the most immediate, practical problems of dealing with adult students in an ordinary university setting. Considerable amounts have been written on the desires of prospective adult students (see, for example, Cross, 1979, for a summary of more than thirty such studies), on nontraditional settings for adult students (for example, Medsker, et al., 1975; Sosdian, 1978), and on theories which might be helpful in thinking about adult learning and development (see, for example, Knowles, 1973; Howe, 1977; Knox, 1978; and Weathersby and Tarule, 1980). But many questions about the day-to-day life of the typical adult student in a typical college setting are left unanswered, even unaddressed.

In 1978, a special commission of the College Board recognized the need for such practical studies of the conditions of learning for adults. Among its six priority areas for research, the Commission identified one as research on "Learner characteristics or conditions that facilitate or impede adults' engaging in and benefitting from learning opportunities" (Advisory Panel ..., 1978, p. 41).

It is this practical need which the present study addresses.

Specifically, we seek to find out for a representative selection of adult college students answers to such questions as: How much study time is required for college courses? Where do adult students do their studying? How is study time distributed across days? Across a semester? What practical problems interfere with studying? And, for all of these questions, we wish to know how adult students differ from younger students. This latter point is particularly important from the perspective of policy-making, for it helps us to know whether different improvements are needed in higher education for adult and younger students or whether a given improvement should benefit both groups.

RESEARCH METHOD

The basic design for this study called for collecting information throughout an entire academic year about the study habits, patterns, and problems of a sample of adult college students and a contrasting group of traditional-aged college students. The design is unique and superior in many respects to other studies because it collected data over a long period of time rather than on just one occasion and because it allows for contrasts between older and younger students. The following sections describe the samples of students participating in the study and the data collection instruments.

Samples of Students: The Selection Process. The design of the study called for including 30 adult students and 30 younger students. For final analysis of data, it is convenient to think of four samples: adults included for the first semester, adults included for the second semester, younger students included first semester, and younger students included second semester.

In both adult and younger samples, it was intended that participants from the first semester would continue in the study for the second semester (rather than drawing entirely new samples for the second semester), but the samples

were not identical for the two semesters due to attrition between semesters. Generally, the extent of attrition was small, so that comparability of results from the two semesters is quite good; however, there are some differences.

The adult (first semester) sample was drawn to be a random sample of those students at the University of Wisconsin-Green Bay who met the following five conditions: (a) 25 years of age or older; (b) matriculated undergraduate, i.e. seeking a bachelor's degree; (c) registered for the Fall 1982 term; (d) having sophomore or junior standing; (e) and having been registered at the university in the semester prior to the study. The latter two conditions were imposed in order to avoid peculiarities of schedules, study habits, etc. which might be associated with the start-up (Freshman) or wind-down (Senior) stages of a college career, or just returning to college.

A total of 40 individuals who met these five conditions were randomly chosen from the university's data base. The intent was to include 30 of these in the study, so some room was left for nonresponse or refusal to participate. Actually 33 of the 40 agreed to participate, for an acceptance rate of 82.5%.

After the adult sample was selected, a sample of younger students was selected. The younger students were not selected at random but chosen to be matched with the adult sample in terms of the following four characteristics: (a) sex; (b) major field of study; (c) credit load for Fall '82; and (d) class standing, i.e. sophomore or junior status. Twenty-eight of the 40 younger students (70%) thus selected agreed to participate in the study. One of these students subsequently dropped out of school, leaving 27 younger students for the first semester.

All students participating in the first semester were invited to continue in the study for the second semester. Thirty-one of the 33 adult students (94%) and 25 of the 28 younger students (89%) did continue through the second

semester. Some students had to be omitted from certain analyses presented in the Results section due to incomplete responses to parts of the survey or to elimination of responses with questionable validity. However, for most items of information, responses were complete and useable.

Samples of Students: Description. Table 1 provides a description of the samples of students in terms of a number of characteristics; some of the information, such as GPA and class standing, was taken from institutional records, while other information was obtained from interviews with the students. The information is summarized for the samples participating in the first semester; data for the second semester samples did not differ appreciably from the first semester data.

Comparisons of the data presented in Table 1 for the adult sample with institutional records for all adult students indicate that the sample of adults used in this study is quite representative of the population of adult students at UW-Green Bay.

Several characteristics of the University of Wisconsin-Green Bay should be noted to help understand the context for the study. First, the campus already serves a sizeable percentage of adults. Approximately 25% of undergraduate matriculants (i.e. degree-seeking students) are over age 25. If "special" students (i.e. non-degree-seekers) are included, the percentage rises to about 35%. Second, the campus has made, by most people's standards, significant efforts to accommodate adult students. Third, the university is primarily a commuter campus, partly because it is located in a major metropolitan area and partly due to insufficient on-campus housing. Finally, as is true at many commuter campuses, large numbers of students, younger ones as well as adults, hold off-campus jobs and take part-time credit loads.

TABLE 1
DESCRIPTIVE INFORMATION FOR ADULT AND YOUNGER STUDENTS
(Percentages)

Characteristic	Group: Adults (N=33)	Younger (N=27)
Sex		
Male	24	37
Female	76	63
Class Standing		
Sophomore	45	41
Junior	54	59
Major Field of Study		
Business	62	56
Humanities	6	15
Social Science	27	22
Natural Science	0	4
Nursing	12	4
Personal	3	0
Credit Load This Term		
2-5	9	11
6-8 Part-Time	18	11
9-11	21	11
12-14	33	26
15-17 Full-Time	15	37
18-20	3	3
GPA		
up to 2.00	0	11
2.01-2.50	3	26
2.51-3.00	33	18
3.01-3.50	33	30
3.51-4.00	30	15
Where Living		
At home	82	59
On campus	0	18
Off campus	18	22
Marital Status		
Single, never married	21	89
Married	58	11
Divorced, separated, widowed	21	0
Employment Status		
Employed full time	30	26
Employed part time	24	56
Full-time homemaker	33	0
Not employed	12	18
Volunteer Activities		
None	48	63
1-4 hours/week	39	22
5+ hours/week	12	15

Data Collection Instruments. Data for the study were obtained in two ways. First, each participant was given a personal interview at the beginning of each semester. The interview was designed to provide information about the student's academic and "life" situation (e.g. types of courses being taken, family and job responsibilities, etc.), typical methods of study, and anticipated difficulties in studying. In addition, the interviews provided an opportunity to explain the project, its purpose and procedures, to the participants. All interviews were conducted by the authors and a graduate assistant. Interviews usually lasted for approximately 30 minutes.

The interview schedules were quite similar although not identical for the first and second semesters. Copies of these interview schedules are attached as Appendices A and B.

The second type of instrument was a "Study Log," which allowed students to record when, where, and how they studied during specified days. Each Study Log covered two days and each participant received three such logs during each semester. As with the Interview Schedules, the Study Logs used during each semester were quite similar although not identical. Copies are attached as Appendices C and D.

Study Logs were sent to students by mail in a carefully arranged sequence so that (a) each student received one Log early in the semester, one in the middle, and one at the end of the semester, (b) various days of the week were about evenly represented, and (c) days of the week and times in the semester were balanced between adult and younger students. The authors determined the days to be marked on the Log (aiming for the two days just before the time the Log would be received in the mail) so that students could not deliberately pick days on which they had done an unusual amount of studying.

RESULTS AND DISCUSSION

The design of this study deliberately concentrated on collecting a great diversity of information from relatively small but carefully selected samples of students rather than collecting small, highly focused bits of information on large samples. Hence, in the presentation of results, attention is directed principally at identifying general trends in the data and exploring a multitude of avenues rather than conducting precise statistical tests. With small samples, very large group differences are required to reach statistical significance; for example, when data are in percentage form, for samples of the size used in this study, a difference of approximately 20 points between adult and younger groups is required for significance. It is important to be aware of this perspective so as not to over-interpret the data, but the presentation of results will be more exploratory and discursive than laden with statistical tests.

Study Time. Tables 2, 3, 4, and 5 present data on the amount of study, in hours, spent by the adult and younger students, separately for Fall and Spring semesters. Table 2 shows the average number of credit hours carried by each group of students, the average number of hours studied per day, and the average number of hours studied per credit per week. This last set of figures is particularly important because, while the two groups were originally matched in terms of credit loads, it turned out that the younger students finally participating in the study had a slightly higher credit load than did the adult students.

TABLE 2
AVERAGE CREDIT LOAD AND STUDY HOURS PER CREDIT

Group:	Adult		Younger	
Semester:	1st	2nd	1st	2nd
Credit Load	10.4	10.3	11.6	12.1
Study Hours/Credit/Week	2.2	2.3	1.7	1.8
Average Study Time (hrs.) per day	3.2	3.4	2.9	3.2

Table 3 shows the average number of hours studied per log. It should be recalled that each log covered two days and that the logs were completed at the beginning, middle, and end of the semester. Table 4 shows the average hours studied by day of the week. And Table 5 shows hours studied by part of the day.

TABLE 3
HOURS OF STUDY PER DAY BY TIME OF SEMESTER

Time of Semester	Group: Adult		Younger	
	Semester: 1st	2nd	1st	2nd
Beginning	3.4	3.6	2.9	3.4
Middle	2.9	2.9	2.9	2.9
End	3.4	3.5	2.9	3.2

TABLE 4
HOURS STUDIED BY DAY OF WEEK

Day	Group: Adult		Younger	
	Semester: 1st	2nd	1st	2nd
Sunday	2.3	3.9	2.8	3.1
Monday	3.9	3.7	3.8	3.2
Tuesday	3.9	3.5	2.6	3.6
Wednesday	3.9	3.7	3.2	3.6
Thursday	3.7	3.9	2.2	4.0
Friday	2.1	2.2	2.6	2.1
Saturday	2.8	2.4	2.9	2.7
Total for the week	22.0	23.4	20.1	22.0
Average per day	3.2	3.4	2.9	3.2
Average per week/credit	2.2	2.3	1.7	1.8

TABLE 5
HOURS OF STUDY BY TIME OF DAY

Time of Day	Group: / Semester:	Adult 1st	Adult 2nd	Younger 1st	Younger 2nd
Morning		.8	.7	.4	.6
Afternoon		1.2	1.2	1.2	1.4
Night		1.2	1.4	1.3	1.1
Average per day		3.2	3.4	2.9	3.2

These tables prompt the following observations about the amount of study completed by adult and younger students. First, and perhaps foremost, one is struck by the similarity of results for adult and younger students in terms of the total hours of study and the distribution of those hours. Both groups average about three hours of study per day or about two hours per credit per week (i.e. six hours per week for a normal three-credit course). Both groups show study throughout the week, but with a heavier concentration in the Monday-Thursday period. Both groups show a pattern of somewhat more study at the beginning and end of the semester than in mid-semester.

However, certain tendencies toward differences between the adult and younger samples can be detected against the backdrop of general similarity. There is some suggestion that adults may study slightly more than younger students, particularly on a per credit basis. It should be recalled that the adult group also had a higher GPA than the younger group, approximately 3.2 vs. 2.8. The finding that adults have slightly higher GPA's than do younger students is consistent with data obtained by Mishler, Fredrick, Hogan, and Woody (1981). The magnitude of difference in GPA bears a striking resemblance to the degree of difference in study hours per credit. Unfortunately, the direction of causality here is not unambiguously clear. Does the one group have a higher GPA because it studies more? Or does the one group study more because it is generally doing better in school? Even worse, for purposes of

interpretation in the context of the present study, group membership (adult vs. younger) is confounded with the GPA difference. Upon observing the difference in study hours per credit in Table 2, should we be inclined to associate the difference in study time with difference in age or in GPA? It would be worthwhile sorting out this rather tangled web, but doing so would require a large-scale, carefully controlled, statistically sophisticated study.

Two other notes should be added regarding the apparent difference between adult and younger students in terms of study time. First, it was noted in the raw data that study time per credit seemed to be particularly high for part-time adult students, in comparison with either full-time adults or part-time younger students. There seemed to be an insufficient number of students in each of these catergories to warrant tabular summary, but the observation should be recorded to serve as a stimulus for further investigation of the issue.

Second, as indicated in Table 3, to whatever extent there is a difference between adult and younger students in amount of study, the difference seems to accrue at the beginning and end of a semester rather than in the middle. Neither the interviews nor the logs suggested any reason for this pattern.

Study Activities. Tables 6 and 7 provide information about what students did when studying, i.e. the types of activities engaged in. This information

TABLE 6
STUDY TIME BY TYPE OF ACTIVITY: AVERAGE
NUMBER OF HOURS IN SIX DAY PERIOD, SEMESTER II

Activity	Group: Adult	Younger
Reading class text	5.19	5.46
Reviewing lecture notes	2.91	3.95
Rewriting notes	.56	.62
Outside reading	1.41	.80
Library research	.87	1.03
Writing term papers	3.82	2.46
Preparing class assignments	2.92	2.02
Time in laboratory	.16	.80
Time in studio	1.18	1.84

TABLE 7
STUDY TIME BY TYPE OF ACTIVITY: PERCENTAGES
OF STUDENTS REPORTING AT LEAST SOME ACTIVITY
IN SIX DAY PERIOD, SEMESTER II
(Percentage)

Activity	Group: Adult	Younger
Reading class text	94	96
Reviewing lecture notes	77	79
Rewriting notes	29	38
Outside reading	48	46
Library research	29	42
Writing term papers	55	54
Preparing class assignments	58	46
Time in laboratory	10	29
Time in studio	6	8
Other activities	30	18

was collected only during the second semester. As indicated on the second semester log, after students indicated how much time they spent studying, they were asked to estimate how much time was devoted to each of a number of different study activities. The average number of hours spent in each activity (totaled across six days, i.e. three logs each covering two days) is shown in Table 6. In analyzing these data it became apparent that there were wide variations in the patterns displayed by different students. For example, several students might spend many hours in a studio or lab while most students would spend no time in these activities. Table 7 shows the percentage of students who spent at least some time in each activity. Data in Table 6 should be interpreted with data from Table 7 in mind.

The adult and younger students show roughly the same patterns of study activities. Reading the class textbook is clearly the leading activity for both groups. Reviewing lecture notes, writing term papers, and preparing class assignments come next in order. Relatively few students spent time in studios or labs, although those who did engage in these activities often spent substantial chunks of time doing so. There is some suggestion in the data in Table 6 that younger students may spend more time on activities directly

related to a class (e.g. reading the text, rewriting lecture notes) while adults spend more time on activities less directly related to the classroom (e.g. outside readings, writing term papers). This would be an interesting hypothesis to pursue in greater depth in another study.

Places of Study. Table 8 shows the places where adult and younger students did their studying. Studying at home or in a dorm room was clearly the most popular place for study, easily outdistancing all other places combined for both adult and younger students. Free responses to interview questions revealed (a) that this pattern was certainly anticipated by both groups and (b) that nearly all students had a particular place in the home where they studied, usually a bedroom.

TABLE 8
AVERAGE HOURS PER WEEK SPENT STUDYING
IN VARIOUS PLACES

Place	Group: / Semester:	Adult 1st	Adult 2nd	Younger 1st	Younger 2nd
Home, dorm		15.5	16.1	14.2	12.6
University Library		2.7	2.1	2.2	3.5
Univ. lab, classroom, etc.		2.3	3.5	1.4	4.2
Public Library		.2	.1	.1	.6
Place of Employment		1.1	1.4	.6	.3
Other		.8	.4	1.4	.8

The only possibly significant difference between adult and younger students in place of study is "at place of employment," with adults spending two or three times as much study-time at work as did younger students. The difference is probably attributable to differences in the character of work and degree of flexibility afforded by the employment situations of the adult and younger students. In any case, the total amount of time spent studying at work, even for adults, is relatively small.

It is also of interest to note what university facilities students report using not just for studying but for any reason, including studying. In the

interview conducted at the beginning of the second semester, students were asked to indicate how frequently they used various facilities on campus. Table 9 shows the percentages of each group reporting frequent use of these facilities. About two-thirds of the students, both adult and younger, indicate using the library at least once a week; on the average, as indicated in Table 8, both groups spend 2-3 hours per week in the university library. It should be noted that the UWGB library has very generous hours, so students are not prevented from using the library for reasons of scheduling.

TABLE 9
USE OF UNIVERSITY FACILITIES

Facility	Group: Adult	Younger
University Library	61[a]	60
Sports Center	22	24
Commons (Cafeteria)	13	32
Lunchrooms	61	72
Lounge	0	12
People Pockets	19	32

[a]Percentage reporting use "frequently (i.e. once or twice per week)."

It is apparent from Table 9 that adults tend to use the cafeteria and assorted lunchrooms and lounge areas scattered about the campus slightly less frequently than do younger students. Less than a quarter of each group uses the sports center.

Difficulties. Table 10 summarizes data on the types of difficulties which students encountered in carrying out their studies. Perhaps more so than for any other comparisons presented in this study, these data show distinct differences between adult and younger students. Specifically, household tasks interfere with study more for adults than for younger students. The reverse is true for work schedules; it will be recalled (see Table 1) that more young students than adults were working while going to school. Lack of motivation

was more frequently perceived as a problem by younger students, although significant percentages of adults also reported being afflicted by this common malady.

In terms of interference from noise and music, family or roommates, and community/volunteer activities, adult and younger students reported about the same degree of difficulty. It should be noted that in the interviews many students, both adult and younger, identified "time management" as a key difficulty in studying.

TABLE 10
TYPES OF DIFFICULTIES ENCOUNTERED IN STUDYING

Type of Difficulty	Group: Adult		Younger	
	Semester: 1st	2nd	1st	2nd
Household tasks	61[a]	53	36	33
Noise, music	32	23	42	29
Family, roommate	50	48	51	46
Work schedule	34	36	64	63
Community/volunteer activities	14	12	13	11
Lack of motivation	42	39	71	63
Other	29	26	16	19

[a]Percentage of the group indicating this was a "major" difficulty or "somewhat" of a difficulty, averaged across three logs.

Qualitative Analyses. Information presented thus far has been oriented toward the neatly quantitative. However, the design of the study allowed for collecting a rich array of qualitative data, primarily in the form of free response comments by participants in the personal interviews conducted at the beginning of each semester. To attempt concise summaries of these comments would require reducing them once again to simple quantitative indices, thereby stripping them of their rich variety. Hence, we have provided transcripts of the free responses in Appendices to this report. The reader will, no doubt, find it fruitful to scan these transcripts.

However, the free response comments prompt several observations which

merit special comment. First, at a high level of generality, the free response comments tend to confirm the major generalization derived from the more quantitative analyses, namely that, as groups, the adult and younger students are far more similar than dissimilar. Second, again at a high level of generality, within each group there are wide individual differences, a particularly important point to remember when one hears discussions of the needs of adults as opposed to the needs of younger students, as if each were some monolithic block. There are adults and there are younger students who are working heavy schedules and carrying heavy academic loads. Some in each group have trouble scheduling classes at times compatible with their personal schedules. There are adults and younger students who are not working at all while going to school. There are individuals in each group who sometimes can't find the motivation to study. There are some in each group who "cram" for exams, and some who don't. And so on through a long list of other variables and characteristics.

At a very specific level, we wish to single out responses to one particular item from the interview schedule, namely "Comment on the mixture of younger and older students in your class." Both adults and younger students, by overwhelming majorities, reacted favorably to having a good mixture of older and younger students in class. One student seemed to epitomize the feelings of about 80% of both groups thusly: "The younger students bring freshness and creativity, the older perhaps more wisdom." Overall, the responses of both adult and younger students, with just a few exceptions, were most heartening on this point.

Finally, this year-long study prompts some observations about the sharp conflict between the popular stereotypes of adult and younger students vs. what we actually encountered in working with these students. On the one hand, the younger student is often portrayed as either an egg-head who spends all of

his or her time in the university library and laboratory or a party-goer who crams frantically all night before an exam but otherwise worries only about the beer supply. On the other hand, the adult student is often portrayed as the grandmother-in-tennis-shoes who is going to graduate from college in the same class as her grandson or the retired, self-made business executive who is fulfilling his life long ambition of getting a degree in music.

While the latter stereotype may make for good movie scripting, they seriously misrepresent the students in our study. Our adult students are mostly in their late 20's and early 30's. They have children in school, but not in college (much less grandchildren in college). Generally, they are no where near retirement, but rather are looking toward career advancement or an entirely new career. There is an occasional retiree in the group, but most are working full time or have substantial family responsibilities. The adults are struggling to fit their studies into a quite full work and family schedule.

The younger students, too, impress one with their seriousness. They, too, are attempting to weave together a study and work schedule, the work most often being required to pay college expenses. Time for "partying" is almost rationed.

The students in our study, both adult and younger students—and we think they represent many students at institutions like our own—do not make for good movie scripts. But they do provide a reassuring commentary on the pursuit of higher education today.

RECOMMENDATIONS

In this concluding section of the report we record a number of recommendations for action or further study which seem to arise from our findings. For the present, it would seem prudent to limit these recommendations to institutions similar to the University of Wisconsin-Green Bay, i.e., institutions which are predominantly urban in character, have a

substantial number of commuter students and already serve many adults.

1. Those who work continually with prospective adult students are always wondering what message to give the adult to prepare him/her for a return to college. Much of the literature presently available for prospective adult students emphasizes the difficulty of balancing college, career, and family commitments, sometimes giving the impression that the return to college requires heroic effort. From some perspectives, this message is realistic. However, the results of our study suggest that an equally realistic message for adult students or prospective adult students is that their circumstances are not terribly different from the circumstances of many other students, both younger and older. There are many adult students in college these days scrambling to complete their studies--and, for the most part, doing so successfully. Further, there are many younger students faced with much the same set of problems. The adult student, apparently, will not be at a substantial disadvantage in comparison with his/her younger classmates.

2. A second continuing concern of those who work with adult students is what kind of special services they may need, e.g., mini-courses in study skills, remedial work in various academic subjects, etc. The results of our study suggest that a principal need of the adult student is for some type of training in time management. The problem, it seems, is not so much how to study but how to find the time to study. Incidentally, a substantial number of younger students express a need for better time management techniques, too.

Time management is a popular subject for workshops, mini-courses, and personal analyses in the business world. It may be possible to adapt materials currently used by businesses for work with adult students, particularly during their first semester back in college.

3. Is it preferable to have classes designed specifically for adult students, perhaps even restricting enrollment by an age criterion? Our results suggest that this is clearly not preferable, either for adult or younger students. Although we have no evidence that a mixture of age groups has any measurable impact on learning, the testimony of students, both younger and adult, indicates that a mixture of age groups rather than segregation of age groups provides a better learning environment.

4. Do instructors have to teach differently or organize classes differently for adults than for younger students? Apparently not. In general, adults seem to appreciate the same qualities in professors as do younger students. And both adult and younger students tend to use the same techniques in studying.

5. What institutional adjustments may be needed for the adult student? Apparently not many, at least at the University of Wisconsin-Green Bay. The vast majority of problems faced by adult students relate to their personal circumstances (job, family, motivation, etc.) rather than to institutional barriers.

There does seem to be a continuing need for evening classes for adult students. Of course, this need does present the perennial administrative problem of what to do when resources permit offering only one section of a course: either day or evening.

A suggestion was made recently that university libraries need to adjust or expand their hours to accommodate adult students. We found no evidence to support this suggestion, at least at UW-Green Bay.

6. We have identified a number of issues which seem to merit further study, including the following:

- What is the reason for the slightly higher GPA of adult students, a phenomenon we have uncovered in a number of studies?

- Against a backdrop of general similarity in distribution of study activities for adult and younger students, is there a tendency for adults to engage in somewhat more activity less directly related to the obvious classroom tasks (e.g., reading the text, reviewing lecture notes) than do younger students?

- Do part-time students, both adult and younger, study more per credit hour than do full-time students? If so, why?

- Finally, it would be useful in a future study to include significant numbers of students, both adult and younger, who were taking very heavy credit loads, say 20 or more credits, in order to compare their study habits and patterns with the types of students included in the present study.

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APPENDIX A

Interview Schedule - Semester I

INTERVIEW SCHEDULE
How do Adults Study?

(To be filled out by interviewer)

NOTES TO INTERVIEWERS: PRIOR TO THE INTERVIEW FILL IN THE ANSWERS TO THE FIRST TEN QUESTIONS USING INFORMATION FROM THE REGISTRAR'S OFFICE. VERIFY THIS INFORMATION WITH THE INTERVIEWEE. THE ANSWERS TO MOST QUESTIONS CAN BE NOTED ON THE INTERVIEW QUESTIONNAIRE. USE THE "CLASS SCHEDULE PLANNING FORM" TO RECORD CLASSROOM AND LABORATORY TIME. USE THE STUDY SCHEDULE IN THE QUESTIONNAIRE TO RECORD THE EMPLOYMENT SCHEDULE AS WELL AS THE POSSIBLE STUDY SCHEDULE USING "E" TO DESIGNATE EMPLOYMENT HOURS AND "S" TO DESIGNATE POSSIBLE STUDY HOURS

1) Name _____

2) Address _____ 3) Phone _____

4) Do you live: at home ___ on campus ___ off campus other than home ___ 5) age____

6) Credits accumulated to date _____ 7) Standing: Sophomore _____ Junior _____

8) Credit load _____ 9) Major: _____

10) Courses (Number, titles, credits)

_____

_____

_____

_____

11) Family Responsibilities

Single/never married ___ Married ___ Divorced/separated ___ Widowed ___

12) How many Children: Ages _____ Number at home _____

13) Job Responsibilities:

___ Employed Full Time
___ Employed Part Time (How many hours per week?_____)
___ Full Time Homemaker
___ Not Employed
___ Retired

If employed, when do you work? (Fill in hours of employment in the study schedule below.

If employed, occupation: _____

14) Volunteer Activites: ___ Involved ___ Not Involved

If involved, what kinds of activities? _____

_____

If involved, how many hours/week? _____

_____

15) Recreational activities: _____

16) Class Schedule: (Please fill in the attached Class Schedule Planning Form.)

17) When do you expect to study? Indicate some time slots when it might be possible.
Possible Study Schedule

	M	T	W	TH	F	S	SN
MORNING (6 AM-Noon)							
AFTERNOON (Noon-6 PM)							
EVENING (6 PM-6 AM)							

18) In your present experience, what are the greatest difficulties you have had in studying?

19) Where do you tend to do most of your studying?

20) When you study at home or in your apartment or dorm, do you have a particular place where you study?_____Yes_____No
Please describe this area.

21) Do you usually study in large blocks of time (e.g. all day Saturday, 3-4 hours at night) or smaller blocks of time (say 1 hour on different days and different times of the day)? Please explain.

___ Longer Time
___ Shorter Time

22) Do you like to study with other students or by yourself? ___Other ___ Self

23) Some students have special "tricks" (methods) they use to help them study. Do you have any such methods that characterize your approach to studying? (TO INTERVIEWER: IF NECESSARY, GIVE EXAMPLES, SUCH AS: "Read and highlight text, review notes, rewrite and reconstruct notes, read other books or resources in addition to the recommended text, weekly review sessions with other students, other.)

_____

_____

_____

24) To what extent do you cram for exams?

___ Always ___ Hardly ever
___ Sometimes ___ Never

Explain how you study for exams _____

_____

_____

_____

Thank you,_____. This completes the questions. Before you go (hang up), however, let me familiarize you with the study log. Three times during each semester we will mail you a one page log on which you are to record the time and places you have studied. This should not take more than 10 minutes to fill out. Please return it in the envelope provided as soon as possible. If you have questions about the log, please call Betsy Hendrickson at 465-2338. (NOTE: IF THIS IS A PERSONAL INTERVIEW, THE STUDENT CAN BE GIVEN A COPY OF THE LOG TO FILL OUT BEFORE LEAVING. IN A PHONE INTERVIEW EMPHASIZE THAT THE TIME SPENT IN STUDYING IS AS IMPORTANT TO RECORD AS THE PLACE.)

Time: _____

Date: _____

Interviewer: _____

APPENDIX B

Interview Schedule - Semester II

INTERVIEW SCHEDULE (Second Semester, Feb, 1983)
How do Adults Study?

(To be filled out by interviewer)

NOTES TO INTERVIEWERS: PRIOR TO THE INTERVIEW, FILL IN THE NAME, ADDRESS AND STUDENT NUMBER USING CURRENT INFORMATION SUPPLIED BY THE STUDENTS WHEN THEY SCHEDULED THIS INTERVIEW.

1) Name _____

2) Address _____

3) Phone (home)_____(work)_____

4) Do you live: at home ___ on campus ___ off campus other than home ___

5) Credit load this semester_____

6) Did you drop any classes last semester? ____ Which classes? _____

7) Courses (Number, Title, and Credits)

_____

_____

_____

_____

_____

8) Are you taking any courses other than at UWGB? _____

_____

9) How many semesters have you continously been enrolled at UWGB? _____

10) Has there been any change in your family responsibilities or marital status since our last interview?

_____

11) Job Responsibilities:

___ Employed Full Time
___ Employed Part Time (How many hours per week?_____)
___ Full Time Homemaker
___ Not Employed
___ Retired

If employed, when do you work? (Fill in hours of employment in the study schedule below.

If employed, occupation: _____

12) Has there been any change in your volunteer activities?_____

_____

13) How do you best learn? _____

_____

14) Do you like working with groups, for instance, in class presentations or papers? _____

_____

15) Comment on the mixture of younger and older students in your classes.

_____

16) How often do you use the following facilities at UWGB? (once a week, two or three times during the semester, never)

UWGB Library: _____

Phoenix Sports Center _____

Commons _____

Lunchrooms _____

Purple Lounge _____

People pockets _____

17) Where do you do most of your studying while at the University? _____

_____

18) When do you do your studying? (Immediately after class, next day, only before exams, read material before class, etc.)

_____

_____

19) In your present experience, what are the greatest difficulties you have had in studying? _____

_____

20) Any other difficulties outside of studying? _____

_____

21) Name some characteristics of professors that have helped you to learn?

_____

_____

22) Do you study more the first part of the semester, mid-term or at the end of the semester?

_____

23) Describe any other problems you have encountered this past semester.

_____

_____

APPENDIX C

Study Log - Semester I

STUDENT'S STUDY LOG

In the chart below, please fill in the hours and the places you have studied during the past two days. Please use the following code letters for the activities and indicate the amount of time spent (in hours to the nearest 1/4 hour).

At Home or in the dorm .....H
In the UWGB Library.....L
In the Public Library.....P
In a Class or laboratory.....C
At my place of Employment.....E
In Other places (describe below).....O

	DAY 1: Date:_____ Place/Time Spent	DAY 2: Date_____ Place/Time Spent
MORNING (6:00 A.M. to noon)		
AFTERNOON (noon to 6:00 P.M.)		
EVENING (6:00 P.M. to 6 A.M.)		

What OTHER places did you study?_____

Listed below are some activities which may have prevented you from studying this week. Please indicate how much of a problem these areas created for your study schedule. Please put an X in the appropriate box.

	Major Problem	Somewhat of a Problem	Not a Problem
Household tasks	0	0	0
Noise, music, TV, etc.	0	0	0
Family/roommate activities	0	0	0
Work Schedule	0	0	0
Community/volunteer activities	0	0	0
Lack of motivation	0	0	0
Other (please describe)	0	0	0

On the back of the sheet, please add any other comments you would like to make which might help to describe your studying during the two day period.

After completing your LOG, please sign and return in the enclosed envelope. THANK YOU!

Name_____

WAC:8/1982

APPENDIX D

Study Log - Semester II

STUDY LOG

1. In the chart below, please fill in the hours and the places you have STUDIED during the past two days. Please use the following code letters for the place and indicate the amount of time spent (in hours to the nearest 1/4 hour).

Place	Code
Home or in the dorm	H
Library (at UWGB)	L
Public library	P
Class or laboratory	C
Employment	E
Other places (describe in Question #2 below)	O

	DAY 1: Date _____		DAY 2: Date _____	
	Place Code	Time Spent	Place Code	Time Spent
MORNING (6 A.M. to noon)	___	_____	___	_____
	___	_____	___	_____
	___	_____	___	_____
	___	_____	___	_____
	___	_____	___	_____
AFTERNOON (noon to 6 P.M.)	___	_____	___	_____
	___	_____	___	_____
	___	_____	___	_____
	___	_____	___	_____
	___	_____	___	_____
EVENING (6 P.M. to 6 A.M.)	___	_____	___	_____
	___	_____	___	_____
	___	_____	___	_____
	___	_____	___	_____
	___	_____	___	_____

2. What OTHER places did you study?_____

OVER

3. In Question #1 you recorded the amount of time spent studying during these two days. Listed below are some study methods you might have used. Please estimate the amount of time spent (in hours to the nearest 1/4 hour) in the space provided.

Reading class textbook ..... _____hours
Reviewing lecture notes ..... _____hours
Rewriting lecture notes ..... _____hours
Reading assigned books, articles, etc. OTHER THAN class text ... _____hours
Library research for term papers ..... _____hours
Writing term papers or essays ..... _____hours
Doing class assignments (e.g. problems, workbook) ..... _____hours
Working on assignments in laboratory (e.g. science, computer) .. _____hours
Working on assignments in studio or theatre ..... _____hours
Other (please explain) _____ ..... _____hours

4. Listed below are some activities which may have prevented you from studying this week. Please indicate how much of a problem these areas created for your study schedule. Please put an X in the appropriate circle.

	Major Problem	Somewhat of a Problem	Not a Problem
Household tasks	0	0	0
Noise, music, TV, etc.	0	0	0
Family/roommate activities	0	0	0
Work Schedule	0	0	0
Community/volunteer activities	0	0	0
Lack of motivation	0	0	0
Other (please describe on line below)	0	0	0

_____

5. Please add any other comments you would like to make which might help to describe your studying during the two day period covered by this Log.

_____

_____

_____

_____

After completing your Log, please sign and return in the enclosed envelope. THANK YOU!

Name _____ WAC:3/1982